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ABSTRACT

The Pennsylvania School Improvement Program (PSIP) was created to assist local schools and school districts in the development of curriculum improvement strategies. The process involves the use of "linkers," curriculum specialists who work with teams from the local level to ascertain needs, then connect the local teams with the research and development agencies that can provide information and resources to help meet those needs. One of these research and development agencies, Research and Information Services for Education, prepared this report presenting the basic skills programs selected by the agency for presentation to schools participating in PSIP. The programs, in the areas of reading, mathematics, self-concept, teacher training, and bilingual education, were drawn from the offerings of the National Institute of Education, the National Diffusion Network, and the Pennsylvania Diffusion Program. The report describes the nature of each program and identifies the school districts that selected each one. (Author/PGD)

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

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SELECTION PROCESS
Analysis of R & D Outcomes

This report was prepared as part of the Research and Development Utilization Program for:

National Institute of Education
1200 19th Street, NW
Washington, D.C. 20028

Bureau of Research and Evaluation
Office of Research, Planning and Data Management
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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

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AUG 4 1980

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

Analysis of R&D Outcomes

Presented in the PSIP Program

Submitted by

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INTRODUCTION

Under contract with the Pennsylvania Department of Education, R.I.S.E. participated in a collaborative assistance team function in an NIE sponsored Research Development and Utilization Project---Pennsylvania School Improvement Project. The area of work contracted by R.I.S.E. dealt with the identification of basic skills R&D Outcomes and the development of a process to select the appropriate outcome in regard to a district's needs.

In the identification process, R.I.S.E. located reading, math and self concept outcomes in the major resource areas of the Educational Labs and Centers, the National Diffusion Network and the Pennsylvania Diffusion Program. Several outcomes were available from each source.

Noted below are the number of products that fell within the grade levels and need parameters of the schools in the program. Additional resources in reading and math were available from all sources, but the numbers reported are reflective of those within parameters established.

- Catalog of NIE Products (Lab & Center)
  - Mathematics - 7 Programs (available)
  - Reading - 28
  - Self Concept - 2
- National Diffusion Network (NDN)
  - Reading - 54
  - Mathematics - 10
  - Self Concept - 5
- Pennsylvania Diffusion Program (PDP)
  - Reading - 13
  - Mathematics - 3
  - Self Concept - 1

READING OUTCOMES

Fifteen Pennsylvania school districts participating in the RD&U project concentrated their efforts in the area of reading. These schools also choose to review self concept outcomes as well as reading ones. The district

teams felt that reading and self concept were intertwined to the effect that improvement in one would positively affect the other. Not all fifteen schools selected outcomes. Only thirteen schools received presentation of reading and self concept outcomes within the 30 month framework.

Of the thirteen schools which received presentations, three decided to develop or improve their curriculum through staff work and three have not yet decided on an outcome. The seven schools selected outcomes from all three sources. One school adopted four outcomes, two from NIE and two from the National Diffusion Network (NDN). Four schools selected NDN outcomes exclusively. One school district selected a Pennsylvania Diffusion Program (PDP) exclusively. Another school district selected a PDP outcome and an NDN outcome. An illustration of the selections are arrayed in Figure 1.

Figure 1

School District	Outcome Selected	Source of Outcome
Warren	SWRL Reading	NIE
	SWRL Decoding	NIE
	Individualized Language Arts	NDN
	Positive Attitude Toward Learning	NDN
Northwestern	Positive Attitude Toward Learning	NDN
St. Boniface	South Middleton Achieves Reading Target (SMART)	PDP
Bethlehem	Precision Teaching	NDN
	Systems Directed Reading	NDN
Pleasant Valley	Preception +	NDN
	South Middleton Achieves Reading Target (SMART)	PDP
East Stroudsburg	Precision Teaching	NDN
Lower Nazareth	Systems Directed Reading	NDN

Presentations of the reading and self concept outcomes varied from school to school. The most times a reading product was presented to the schools was nine times. That product was from the Research and Development Center at Wisconsin--Wisconsin Design-Comprehension. The program was not adopted in any site. Answers given for not adopting were the cost of technical assistance (i.e. the cost of the consultant per day was too high.) Three programs were presented to all eight districts. One of these programs, one Individualized Language Arts, was chosen as a final outcome in a district that choose four R&D outcomes in all. Systems Directed Reading was shown to seven districts and selected as the final outcome in two.

Twenty-seven products were presented only to one district. Perception + received one showing and was chosen as one of two outcomes in that site. A particular need had been expressed and that project met the need. A total of twenty-five products were shown from 2 to 5 times to the schools. The average number of presentations made to a school was 13.

Reading, self concept, teacher training, and bilingual product presentations and adoptions are arrayed in Figure 2.

Figure 2

Schools (See legend Figure 3)

	A	D	E	H	J	N	O	P	Q	W	X	Y	Z
Reading Products													
Presented	25	8	4	6	6	8	16	11	11	15	10	14	8
Adopted	0	3	0	0	1	2	2	1	1	0	0	0	0
Self Concept Products													
Presented	5	3	4	0	0	1	0	1	0	0	2	0	3
Adopted	0	1	1	0	0	0	0	0	0	0	0	0	0
Teacher Training Products													
Presented	1	0	0	0	0	2	0	1	0	0	1	1	1
Adopted	0	0	0	0	0	0	0	0	0	0	0	0	0
Bilingual Products													
Presented						2							
Adopted						0							
Total Number													
Presented	31	11	8	6	6	13	16	13	11	15	13	15	12
Adopted	0	4	1	0	1	2	2	1	1	0	0	0	0

Figure 3

Legend for School Districts

A - Girard School District

D - Warren School District

E - Northwestern Area School District

H - General McLane School District

I - Northeast School District

J - St. Boniface School District

N - Bethlehem School District

O - Pleasant Valley School District

P - East Stroudsburg Area School District

Q - Lower Nazareth Area School District

R - Bangor Area School District

S - Pen Argyl School District

T - Delaware Valley School District

U - Saucon Valley School District

V - Williams Valley School District

W - Minersville School District

X - Warwick School District

Y - Jamestown

Z - Central Greene

MATH OUTCOMES

Four schools choose math as their area of interest. One school did not decide on an R&D outcome, but preferred to develop their own program. Of the three remaining schools, two schools selected NDN outcomes and one school selected a PDP program. The selections by school are arrayed in Figure 4.

Figure 4

School District	Outcome Selected	Source of Outcome
Northeast	STAMM	NDN
Delaware Valley	U-SAIL	NDN
Williams Valley	PRIMES	PDP

Approximately 6 math outcomes were presented at each school. Two products were presented at all four sites. These products were STAMM and PRIMES. STAMM was selected by Northeast School District and PRIMES was selected by Williams Valley. Seven math outcomes were presented only once or at one site. Figure 5 illustrates the number of outcomes presented at each site. (See Figure 3 for School District legend.)

Figure 5

PSIP Math Schools

Number of Products Presented

	I	R	T	V	Total	
Math Products						
Presented	6	4	9	4	23	
Adopted	1	0	1	1	3	Possible 19 products

OTHER OUTCOMES

In addition to the basic skills outcomes presented, outcomes were also previewed in the areas of bilingual education and teacher training. Six outcomes were presented for the former and two for the latter. No selections were made from these presentations. The outcomes were brought to the schools at the request of the district staff.

ADDITIONAL FINDINGS

In analyzing the outcomes and their presentations in the Pennsylvania School Improvement Program, the following additional findings were evident.

- No school selected an outcome that would replace an existing curriculum, textbook, or basal series.
- Outcomes selected
  - provided a management system, such as record keeping, to an in-place system or curriculum
  - provided additional inservice in subject areas in which teachers felt the need to build competence
  - provided additional supplementary materials
  - provided a classroom management process or technique for working with student
- Some schools selected no outcomes, but decided to work on developing their own scope and sequence or curriculum
- One school used information from the ERIC program to locate a promising practice in a local school district. The PSIP school then used the districts program and personnel to aid them in developing a similar program at the PSIP school site.
- Some outcomes listed in the NIE catalog were not available because they had not completed the development process or had not been produced for lack of funding.

- School personnel viewed the technical assistance aspect of the NDN outcomes, i.e. training, consultants, and limited financial assistance, as a favorable criterion in the selection process.
- Some schools could not decide on a single program, but rather than adopting or adapting took bits and pieces of several programs to work with.

APPENDIX A

Legend for Validation

NIE	-	National Institute for Education R&D Products listed in the NIE Catalog
NDN	-	National Diffusion Network Programs receiving the approval of the JDRP - Joint Dissemination Review Panel of the National Institute of Education and the Office of Education
PDP	-	Pennsylvania Diffusion Program Programs receiving the approval of the Pennsylvania Diffusion Panel

APPENDIX B

Reading Program Pool for PSIP Schools

Code	R&D Product	Description	Validation
R-1	SWRL Learning Center Resources - Reading	Provide effective, personalized instruction in basic skills.	NIE
R-2	SWRL Learning Center Resources - Decoding	Provide effective, personalized instruction in basic skills.	NIE
R-3	Wisconsin Design for Reading Skill Development - Word Attack	An individualized program to develop word atteck skills.	NIE
R-4	Wisconsin Design for Reading Skill Development - Comprehension	An individualized program to develop comprehension skills.	NIE
R-5	Wisconsin Design for Reading Skill Development - Study Skills	An individualized program to develop study skills.	NIE
R-6	Wisconsin Design for Reading Skill Development - Self Directed, Interpretive and Creative Reading	An individualized program to develop interpretive and creative reading skills.	NIE
R-7	Systems Directed Reading	Aimed at improving students' word attack and reading comprehension skills. SDR uses a differentiated staffing pattern in addressing students' individual needs.	NDN
R-8	Systems Approach to Individualized Instruction (SAII)	Prime concern of the project is the improvement of individual students' progress in the basic skills areas of reading and mathematics.	NDN
R-9	Perceptual Skills Curriculum	Consists of four instructional programs designed to teach a specific set of skills that characteristically emerge as children develop and have shown to facilitate primary-grade achievement.	NIE

Reading Programs (cont.)

Code	R&D Product	Description	Validation
R-10	Perception +	A program which heightens perceptual skills, generates verbal skills, and prepares children to learn.	NDN
R-11	Classroom Intervention	An individualized reading program.	NDN
R-12	Exemplary Center for Reading Instruction	Trains teachers in techniques important for successful reading instruction.	NDN
R-13	Pupils: Advancing In Learning	Has reading improvement as its primary objective and accomplishes this through individualized instruction using many motivational techniques.	NDN
R-14	New Adventure in Learning	Developed to offer regular classroom teachers better ways to meet language and conceptual needs of elementary school-age children.	NDN
R-15	Project HOSTS	Utilizes community resource to improve students' reading ability through one-to-one tutoring, individual reading profiles, and criterion-relevant tests.	NDN
R-16	Project SMART: South Middleton Achieves Reading Target	Involves the total staff in developing criterion-referenced tests and maintaining a checklist of each student's reading skill proficiency.	PDP
R-17	SPIRAL - Systematic Progress in Reading and Literature	SPIRAL's four goals are: (1) To teach basic comprehension skills in the context of concept development; (2) to nurture interest in reading for purposes of enjoyment, as well as for knowledge acquisition and utilization; (3) to teach self-management skills through decision-making and problem solving; and (4) to enhance self-esteem through increased self-confidence and self-understanding.	NIE

Reading Programs (cont.)

Code	R&D Products	Description	Validation
R-18	Individualized Language Arts	A language arts program that extends to other areas. It helps students evaluate their own writing and provides for a writing experience every day.	NDN
R-19	SWRL/GINN Reading	A performance-based program to develop and assess word recognition and reading comprehension skills in pupils in grades K-3 and frequently through grade 4.	NIE
R-20	High Intensity Tutoring	IIIT centers provide an individualized instruction program designed to develop skills in the areas of reading and math. Cross-age tutoring focuses on peer-teaching and reinforcement techniques developed from principles of programmed instruction.	NDN
R-21	SWRL/GINN Advanced Composition	A program used in grades 4-6 and frequently through grade 8 to help children become effective and independent writers.	NIE
R-22	Matteson Four-Dimensional Reading Program	A multi-text individualized skills-developmental reading program for grades 4-8. The goal of the program is that each student reaches a level in the reading-skills sequence commensurate with his/her reading expectancy level.	NDN
R-23	Precision Teaching-The Sacajawea Plan	Designed to remediate and build basic tool skills through use of these components: (1) screening, (2) identification, (3) remediation, (4) continuous measurement, and (5) data-based decisions.	NDN
R-24	Individualized Spelling/Writing Patterns	An individualized spelling series.	NIE
R-25	SWRL/GINN Expressive Language	A performance-based program to develop and assess oral language and expressive skills in pupils, grades K-3 and frequently through grade 4.	NIE

Reading Programs (cont.)

Code	R&D Product	Description	Validation
R-26	A Chance for Every Child	A program for low achieving students which includes inservice training for teachers.	NDN
R-27	INSTRUCT	An instructional system for teaching reading using continuous progress technology.	NDN
R-28	Alphaphonics	A K-3 readiness program.	NDN
R-29	Reading Instruction and Pupil Personnel Services-RIPPS	A project combining a language experience approach with techniques derived from modern linguistic theory to enhance skills in written composition, grades 1-12.	NDN
R-30	Glassboro Right to Read	Involves school personnel and community members in carrying out individual instructional sequences for each child based upon the results of a comprehensive diagnostic battery.	NDN
R-31	Utah System Approach to Individualized Learning	A practical approach to individualizing instruction by using problem-solving processes.	NDN
R-32	Team Oriented Corrective Reading (TOCR)	An effective large-scale remedial program that operates in city public and parochial schools. Improvement of reading instruction level, vocabulary, and comprehension are program goals.	NDN
R-33	Flint Direct Instruction Follow Through Project	A parent-implemented program using the Distar Instructional System to teach reading to low-income K-3 children.	NDN
R-34	AIRS - Andover's Individualized Reading System	Project provides individualized skills instruction through lesson sheets keyed to diagnostic pretests, to help students master basic reading skills. A secondary goal is to foster enjoyment of literature.	NDN
R-35	Akron Follow Through	An individualized sequential instruction program in mathematics and reading for primary-grade children.	NDN

Reading Programs (cont.)

Code	R&D Product	Description	Validation
R-36	Project REAL - Lebanon Follow Through Program	A program that includes social services, career development for parents, parent involvement activities, health and nutritional services, staff development, and instructional services for low income children and their families.	NDN
R-37	Kansas City Behavior Analysis (BA) Follow Through Project	An individualized K-3 basic skills program with built-in motivation. Team teaching, individualized instruction, and continuous academic assessment are combined in a structured classroom environment to ensure children's progress in reading, arithmetic, spelling, and handwriting.	NDN
R-38	Individually Prescribed Instruction	A program of sequenced reading skills organized into units and levels of work.	NIE
R-39	Reading/English Rotation	Sequential learning stations are established to aid each student in building a success pattern. Three classrooms are used in rotation for teaching and reinforcing reading skills.	NDN
R-40	PEGASUS-PACE: Continuous Progress Reading Program	Attacks reading deficiencies through a personalized, process-oriented program developed and implemented locally through a differentiated staffing organizational arrangement.	NDN
R-41	Project R-3 - Readiness, Relevancy, Reinforcement	Reading and mathematics are interrelated in curriculum with reinforcement through gaming/stimulation, intensive student involvement, parental involvement and an inservice program for staff.	NDN
R-42	Project Reading Improvement	The project attacks the problem of reading deficiencies of children in grades 1-8. One-to-one instruction is provided by tutors to first graders, and diagnostic/prescriptive reading improvement laboratory experiences are provided for grades 2-8.	NDN

Reading Programs (cont.)

Code	R&D Product	Description	Validation
R-43	Improvement of Basic Reading Skills	Provides individualized instruction to help educationally deprived children who are reading 6 months or more below grade level to reach grade level or potential. (Grades 1-8, IQ of 80 or above).	NDN
R-44	Reading Improvement Program-Secondary Schools Reading Laboratory	A Reading Laboratory established where a students' deficiencies are diagnosed and a reading skill improvement program developed for remediation. (Junior and senior high school students).	NDN
R-45	Improvement of Achievement (Reading) Through Use of Teachers and Teacher Aides	Reading deficiency in secondary students is treated through personalized and concentrated interaction with the aid of one-to-one instruction using a diagnostic/prescriptive system.	NDN
R-46	Reading Laboratories	Reading laboratories are designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement in basic reading skills. Inservice education is provided through workshops and consultant classroom visits.	NDN
R-47	Reading Projects (Hawaii Reading Project)	A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.	NDN
R-48	Title I - Remedial Reading Program	The project identifies pupils with reading disabilities and provides an individualized diagnostic prescriptive remedial program at the Reading Center.	NDN
R-49	Project Catch-Up/ Keep-Up	This project was developed to raise the reading level of children in a mobile school population district. Special reading centers are established, utilizing diagnostic/prescriptive methods. (Grades 5-8).	NDN
R-50	SOBAR	System for Objective-based Assessment of Reading (SOBAR). A program to assess the reading level (word attack, vocabulary, comprehension, and study skills) of students in grades K-2.	NIE

Reading Programs (cont.)

Codes	R&D Product	Description	Validation
R-51	SWRL - Proficiency Verification System for Reading	Comprehensive information for better use and acknowledgment of results of instruction in individual classrooms, schools, and school systems.	NIE
R-52	Utah Parent Package	A portable package designed to teach the sounds of letters to elementary school children ages 5-12.	NIE
R-53	Discovery Through Reading	Directed at raising the level of achievement in both word recognition and reading comprehension.	NDN
R-54	Basic Reading Skills	An instructional resource promoting beginning reading skills related to decoding, work recognition, and comprehension.	NIE
R-55	HARP	Trained community mothers called "Bookcallers" bring special self-selected collections of paperback books to neighboring families monthly. The "Reading Family" agrees to turn off the TV and have everyone in the family read for the equivalent of 15 minutes/day. Program based on the PA Comprehensive Reading Communication Arts Plan (PCRP)	NDN/PDP
R-56	PTR	This project provides tutoring to underachieving first graders in beginning reading as a supplement to regular classroom work. Project components are systematically programmed, and reinforcement is an important part of the instructional strategy.	NDN/PDP
R-57	Academic Improvement Through Language Experience	An individualized program designed to improve communication skills utilizing the language-experience approach. Incensive inservice and parent participation are essential components	NDN

Reading Products Available in Pool
But Not Presented to PSIP Schools
(did not fit needs and criteria of schools)

R&D Product	Description	Validation
Basic Skills in Reading (BASK)	The BASK Curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension and study reference skills.	NDN
Behavior Analysis Resource Center (BARC)	A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program through staff training. A motivational system based on token reinforcement or teacher/student contracting procedures is used.	NDN
Project Catch-UP	Individualized laboratory program to provide remedial instruction in reading and mathematics.	NDN
Hawaii Reading Project	Classroom management is approached through systematic behavioral reinforcement for academic and nonacademic accomplishments. Primary reinforcers are linked with a token reward-feedback system.	NDN
IRIT-Intensive Reading Instructional Teams	This program for improving reading skills involves groups of students spending one-half day in a special center where they receive instruction from a team of specially trained teachers for one 10-week cycle.	NDN
Learning to Read by Reading	Individualized or small group reading program for all students below 5.0 grade placement level; uses a multi-media approach (filmstrip, radio, plays, movies, etc.).	NDN

Reading Programs Not Presented (cont.)

R&D Product	Description	Validation
Leflore County (Mississippi) Follow Through Resource Ctr.	A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.	NDN
Personalized Instruction: A Classroom Team Approach	The project is conducted in the regular classroom and included instructional activities in reading skills, language development, creative writing, communication skills and recreational reading. Title I teachers work with classroom teachers and aides.	NDN
Right to Read: Wilson Junior High School	A diagnostic prescriptive approach to teaching reading in the upper elementary and secondary grades. Teachers teach reading as it relates to their particular content area.	NDN
Project SEAPORT: Student Education Assuring Positive Organized Reading Techniques	The program provides supplementary remedial reading instruction as well as home visits to parents. Preschool children with high risks for learning difficulties are also identified.	NDN
Title I Children's Program: Learning to Read Through the Arts	Program serves inner-city children ages 10-12 who are poor readers. Children attend workshops outside school hours in two of fifteen art areas and work with a reading teacher.	NDN

Reading Programs Not Presented (cont.)

R&D Product	Description	Validation
Project Conquest	CONQUEST, a clinical approach to reading, diagnoses a child's reading problems and prescribes an individualized, structured program. Pupils work principally alone in carrels while being supervised by clinicians and aides.	NDN
Criterion Reading Instructional Project (CRIP)	The test-teach-test method was used to identify student needs keyed to a hierarchy of skills. Teachers developed teaching strategies employing available materials and equipment.	NDN
Flagstaff Remedial Reading Project (Title I)	Small groups are instructed according to a teacher designed remedial plan to meet the requirements of each student.	NDN
Dayton Direct Instruction Follow Through Resource Center	A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons in reading, math and language.	NDN
The Electric Company	A television program was developed for teaching reading skills to young children. Televised curriculum and accompanying classroom materials for follow-up are built around specific goals in 19 curriculum areas.	NDN
Elementary Reading Skills Program	The program operates in six Title I reading skills centers located throughout the district, to provide individualized diagnostic and prescriptive assistance for students in need of corrective or remedial reading. Among the components are the following: learning language patterns, learning to compose orally and in writing, learning to respond to literature, and learning to read independently. Also there is stress on developing a positive self concept.	PDP

Reading Programs Not Presented (cont.)

R&D Product	Description	Validation
Improvement of Educational Opportunity Through Remedial Reading and Remedial Math	In this Title I summer school program emphasis is placed on discovering and implementing strategies needed by individual children in remedial areas of reading and math. Arts and crafts and industrial arts components are included as attendance incentives and to highlight basic skills instruction.	PDP
Individual Diagnostic Reading Center	Following identification of students in need of a specialized reading program, an individualized diagnostic prescriptive program is implemented. An electric approach includes language experience, visual, aural, phonics, multi-media, linguistic, programmed, and kinesthetic techniques.	PDP
Real Educational Opportunities (REO)	With Title I funding remedial instruction is provided in reading and mathematics, with students leaving the regular classroom for individualized assistance. Good recordkeeping and parental involvement have strengthened the program.	PDP
Specialized Techniques Achieve eading Success (STARS)	An electric approach is used to meet the needs of students eligible under Title I for remedial reading. Individualized and prescriptive instruction provides intensive remediation.	PDP
Title I Reading Program	Results of standardized individual diagnostic reading tests are used to place students in reading groups of three or fewer with teacher directed instruction to provide activities geared to the needs of each group.	PDP

Reading Programs Not Presented (cont.)

R&D Product	Description	Validation
Curriculum Media Phase of the Reading Improvement Program Which Furnishes Individualized Prescriptive Reading Materials to Remedial Reading Students	Coordinated diagnostic analysis of student reading weaknesses by the reading lab specialists, classroom teachers, and the curriculum media specialist result in a planned program of remediation for each individual student in the program.	PDP
Diagnostic Reading Clinic	A remedial reading program for elementary and secondary grades which provides a personalized reading program to students who are failing in a traditional developmental program.	PDP
Bilingual Oral Language and Reading (BOLAR)	A program based on the premise that children will learn about things that interest them.	NIE
Concepts and Language Program	Twelve curriculum units designed to stimulate intellectual and social development for low-income multiethnic children ages 5 and 6.	NIE
SWRL/GINN Beginning Reading Program (BRP)	A performance-based program that provides effective resources for conducting instruction in beginning reading.	NIE
Word Recognition Parent Teaching Package	A portable package designed to increase elementary school children's speed in recognizing words that are impossible to sound out.	NIE
Vocabulary Building Parent Teaching Package	A portable package developed to increase the reading ability of students in grades 5-12.	NIE

Reading Programs Not Presented

R&D Product	Description	Validation
Dialects and Dialect Learning	A self-contained inservice program for elementary and secondary school teachers aimed at teacher understanding of nonstandard dialects.	NIE
School Before Six: A Diagnostic Approach	A comprehensive manual of diagnostic procedures and activities for preschool children.	NIE
Teacher Orientation Package to Language and Thinking Program (LAT)	A multimedia, inservice training program for teachers using the Language and Thinking program.	NIE
Language and Thinking Program (LAT)	This program contains 10 packages designed to promote intellectual development and reading ability for preschool through 1st-grade youngsters.	NIE
SWRL/GINN Composition Program	A performance-based program to develop and assess composition skills in pupils, grades K-3 and frequently through grade 4.	NIE
SWRL/GINN Instructional Concepts Program (ICP)	The ICP program provides a complete set of resources for helping young children learn concepts important to success in school.	NIE

Math Program Pool for PSIP Schools

Code	Product	Description	Validation
M-1	SWRL/Math I	Provide effective instruction in basic skills.	NIE
M-2	SWRL/Math IV	Provide effective instruction in basic skills.	NIE
M-3	Utah Parent Packages	This package is for any elementary grade student who does not know how to say and write the answers to the addition math combination facts automatically. This package is designed to be used by parents in the home on an individual basis with their child. However, there are many teachers, paraprofessionals, and untrained aides who are using this package in the classroom, both regular and special, and in the resource room.	NIE
M-4	Comprehensive School Mathematics Program	A complete elementary level mathematics curriculum from basics to problem solving for students of all ability levels. The program content is presented as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels.	NIE NDN
M-5	Diagnostic Prescriptive Arithmetic	Students' individual needs (conceptual weaknesses and skill deficiencies) are diagnosed by using the Stanford Diagnostic Arithmetic Test, and individual or small group activities are prescribed to meet those needs.	NDN
M-6	Systematic Teaching and Measuring Mathematics (STAMM)	The program provides continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. A framework of objectives, diagnosis, instruction, and assessment is provided.	NDN

Math Programs (cont.)

Code	Product	Description	Validation
M-7	COMP - Conceptually Oriented Mathematics Program	This project is a diagnostic and prescriptive management program in mathematics whose aim is to provide student instruction on the basis of individual strengths and weaknesses. The continuous progress plan may be used until the student is ready for algebra.	NDN
M-8	PRIMES	A learner-directed compensatory mathematics program based on a carefully planned continuum of concepts and skills. A teacher training component is an integral part of the program as well as an advisory committee.	PDP
M-9	Elementary Metric Program	Inservice training program for those teaching the metric system in grades 1-12, as well as a curriculum design to introduce metrics in grades 1-6.	NDN
M-10	Go Metric	Low cost metric curriculum which supplements existing programs for grades 5-8	NDN

Math Products in Pool
But Not Presented to PSIP School
(did not fit needs or criteria)

R&D Product	Description	Validation
Math Laboratories for Disadvantaged Students	Two mathematics laboratories were established and equipped for use with an individualized curriculum. For one hour each day students participated in such activities as games, puzzles, drill, and small group instruction.	NDN
Improvement of Educational Opportunity Through Remedial Reading and Remedial Math	In this Title I summer school program emphasis is placed on discovering and implementing strategies needed by individual children in remedial areas of reading and math. Arts and crafts and industrial arts components are included as attendance incentives and to highlight basic skills instruction.	PDP
IPI Mathematics	A multimedia program for grades K-6 with planned transfer of responsibility to the students.	NIE
Mini Courses: Individualizing Instruction in Mathematics	A program to help 4th to 6th grade teachers improve their skills in tutoring math students.	NIE

(Continued)

Math Products in Pool
But Not Presented to PSIP School
(did not fit needs or criteria)

R&D Product	Description	Validation
Project Catch-Up	A diagnostic/prescriptive laboratory program in reading and/or math.	NDN
Project Understand-Arlington Title I	A fundamental aim of this program is to help strengthen reading, language, and math skills through a supplementary learning experience. Students work in a special center staffed and equipped to encourage individual and collaborate learning.	NDN
Pre-Algebra Development Center	The purpose of the program is to prepare students for success with algebra at the high school level by strengthening mathematics backgrounds, improving skills and correcting deficiencies. There are regular classes, a summer course, and a remedial program.	NDN
Practicum Math Labs	An elementary remedial mathematics program in which the students progress through the learning hierarchy from the concrete operational stage to the symbolic level of performance.	PDP
Developing Mathematical Processes	A program for grades K-6 which provides an intuitive introduction to the major ideas of geometry and statistics.	NIE

Bilingual Programs Presented to PSIP Schools

Code	Product	Description	Validation
B-1	Confluence of Cultures for an Affluent Tommorrow	A project designed to attack the problem of deficience in English performance for the Spanish-speaking child.	NDN
B-2	Houston Independent School District Bilingual Programs	A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.	NDN

Self Concept Programs Presented to PSIP Schools

Code	Product	Description	Validation
SC-1	Teams-Games-Tournament (TGT)	TGT curriculum units are designed for 6-8 weeks use in each class period, although shorter units may be completed in 3-4 weeks. The units help to improve basic skills, to promote positive pupil attitudes toward schoolwork and classroom experiences, and to increase cooperation through peer tutoring.	NIE NDN
SC-2	Achievement Competence Training	A multi-media course to teach 5th through 7th graders a strategy for setting and achieving their own goals.	NIE
SC-3	PATL-Positive Attitude Toward Learning	A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.	NDN
SC-4	Communications Network	A K-12 program involving teacher inservice in the ares of values clarification, affective education, reading, writing, listening, and speaking.	PDP
SC-5	ME/ME Drug Prevention Education Program	The program approaches drug prevention through self-concept, value clarification and decision-making. Pupils also gain a basic understanding of factual drug information.	NDN
SC-6	Early Prevention of School Failure	The goal of this project is to prevent school failure through early identification and remediation of developmental learning deficiencies in children that would adversely affect school performance. (Ages 4-6).	NDN
SC-7	Strategies in Early Childhood Education	The project screens all students entering kindergarten in the areas of motor development auditory and visual perception and language development and provides follow-up through an individualized diagnostic-prescriptive teaching approach. (Grades K-2).	NDN

Teacher Training Products Presented to PSIP Schools

Code	Product	Description	Validation
T-1	Interdisciplinary Faculty Team Teaching	Series of activities to encourage development of teams of members from different facets of the teacher education community.	NIE
T-2	Intensive Reading Improvement Project	A program for staff development of elementary school teachers intended to upgrade reading teaching skills.	NDN
T-3	Reading Improvement Through Teacher Education	This project uses an inservice delivery model which provides teachers and administrators with opportunities to participate in a comprehensive reading inservice program consisting of a variety of individual and group services tailored to the needs and priorities of each building.	PDP
T-4	Teacher Expectation Project	A teacher education program designed to help teachers become aware of identified attitudes and behaviors that convey certain expectations of their students.	PDP
T-5	School Volunteer	A model for planning a volunteer program with emphasis on recruting training and evaluation. The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry.	NDN
T-6	Model Classrooms	Individualized, skills-based reading and math classroom management program implemented in regular classrooms for all children. Program activities take place in the morning when students work independently and in small groups on assignments keyed to their individual achievement levels. (Grades 1-6).	NDN

Bilingual Programs Presented to PSIP Schools

Code	Product	Description	Validation
B-1	Confluence of Cultures for an Affluent Tommorrow	A project designed to attack the problem of deficience in English performance for the Spanish-speaking child.	NDN
B-2	Houston Independent School District Bilingual Programs	A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.	NDN

APPENDIX C

READING PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

* no presentation made

Schools / Date of Presentation	A 4/77	D 1/78	E 6/78	H 5/78	J 12/78	N 6/78	O 6/77	P 6/78	Q 5/78	S *	U *	W 4/79	X 4/79	Y 6/79	Z 12/79
PRODUCTS															
R-1 SWRL Reading		(X)					X							X	
R-2 SWRL Decoding		(X)					X								
R-3 WDRSD - Work Attack		X	X	X	X		X	X	X					X	
R-4 WDRSD - Comprehension		X	X	X	X		X	X	X			X		X	
R-5 WDRSD - Study Skills	X	X					X	X	X						
R-6 WDRSD - SDICR	X	X					X	X	X						
R-7 SDR - Systems Directed Rdg.					X	(X)	X		(X)			X		X	X
R-8 SAII	X						X						X		X
R-9 Perceptual Skills Curriculum							X		X						
R-10 Perception+							(X)								
R-11 Classroom Intervention							X								
R-12 ECRI	X					X	X	X				X	X	X	X
R-13 Pupils Advancing in Learning	X						X							X	
R-14 NAIL						X	X	X					X		X
R-15 Hosts							X		X			X			
R-16 South Middleton SMART					(X)		(X)					X			

READING PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

* no presentation made

Schools / Date of Presentation	A 4/77	D 1/78	E 6/78	H 5/78	J 12/78	N 6/78	O 6/77	P 6/78	Q 5/78	S *	U *	W 4/79	X 4/79	Y 6/79	Z 12/70
PRODUCTS															
R-17 Spiral	X													X	
R-18 Individualized Language Arts	X	(X)	X	X		X		X					X		X
R-19 SWRL/GINN Reading												X			
R-20 HIT	X														
R-21 SWRL/ADV. COMP.	X	X													
R-22 Matteson 4-D				X									X		
R-23 Precision Teaching			X			(X)		(X)	X						
R-24 Individ. Spelling Writing Patterns				X											
R-25 SWRL/GINN Expressive								X							
R-26 A Chance for Every Child								X						X	
R-27 Project INSTRUCT					X	X		X	X						
R-28 Alphaphonics						X		X						X	
R-29 RIPPS						X									
R-30 Glassboro Right to Read									X			X	X		
R-31 U-SAIL															X

READING PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

* no presentation made

Schools Date of Presentation	A 4/77	D 1/78	E 6/78	H 5/78	J 12/78	N 6/78	O 6/77	P 6/78	Q 5/78	S *	U *	W 4/79	X 4/79	Y 6/79	Z 12/79
PRODUCTS															
R-32 TOCR												X			
R-33 Flint D.I. Follow Through												X		X	
R-34 AIRS					X							X		X	X
R-35 Akron Follow Through (NDN)												X			
R-36 Project REAL - Lebanon Follow Through (NDN)												X			
R-37 Kansas City BARC - Follow Through (NDN)												X			
R-38 Individually Prescribed Instruction	X														
R-39 Reading/English Rotation	X			X									X		
R-40 Pegasus/Pace	X								X				X		X
R-41 Project R-3	X												X		
R-42 Project Reading Improvement	X														
R-43 Improvement of Basic	X												X		
R-44 Reading Improvement - Sec. School	X														
R-45 Improvement of Teaching-Aides	X														

READING PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

* no presentation made

Schools Date of Presentation	A 4/77	D 1/78	E 6/78	H 5/78	J 12/78	N 6/78	O 6/77	P 6/78	Q 5/78	S *	U *	W 4/79	X 4/79	Y 6/79	Z 12/79
PRODUCTS															
R-46 Reading Labs	X														
R-47 Reading Projects	X														
R-48 Title I Remedial Reading Program												X			
R-49 Project Catch-Up/Keep Up	X														
R-50 SOBAR	X														
R-51 SWRL-Proficiency Verification System for Reading	X														
R-52 Utah Parent Package	X														
R-53 Discovery Through Reading	X														
R-54 Basic Reading Skills	X											X			
R-55 HaRP														X	
R-56 PTR														X	
R-57 Academic Improvement Through Language Experience														X	

MATH PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

	PRODUCTS	Schools / Date of Presentation	I 6/78	R 9/79	T 10/79	V 12/78
M-1	SWRL-MATH I		X			
M-2	SWRL-MATH IV		X			
M-3	Utah Parent Packages Telling Time, Addition, Subtraction, Multiplication, Division		X			
M-4	CSMP -		X		X	
M-5	DPA -Diagnostic Prescriptive Arithmetic			X	X	X
M-6	STAMM		(X)	X	X	X
M-7	COMP			X	X	X
M-8	PRIMES		X	X	X	X
M-9	Elementary Metric Project				X	
M-10	Go Metric				X	
M-11	U SAIL (See R-31)				X	
M-12	SAII (See R-8)				X	

TEACHER TRAINING PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

* no presentation made

Schools / Date of Presentation	A 4/77	D 1/78	E 6/78	H 5/78	J 12/78	N 6/78	O 6/77	P 6/78	Q 5/78	S *	U *	W 4/79	X 4/79	Y 6/79	
PRODUCTS															
T-1 Interdisciplinary Faculty Team Teaching	X							X							
T-2 Intensive Reading Improvement Project (IRIP)						X									
T-3 RITE						X									
T-4 Teacher Expectations Project													X		
T-5 School Volunteer														X	
T-6 Model Classrooms															X

BILINGUAL PRODUCTS PRESENTED TO SCHOOLS IN PSIP

	A 4/77	D 1/78	E 6/78	H 5/78	J 12/78	N 6/78	O 6/77	P 6/78	Q 5/78	S *	U *	W	X	Y 6/79
B-1 Confluence of Cultures						X								
B-2 Houston Independent S. D. - Bilingual						X								

SELF CONCEPT PRODUCTS PRESENTED TO SCHOOLS IN PSIP

(X) Indicates adoption of outcome

* no presentation made

Schools	A	D	E	H	J	N	O	P	Q	S	U	W	X	Y	Z
Date of Presentation	4/77	1/78	6/78	5/78	12/78	6/78	6/77	6/78	5/78	*	*	4/79	4/79	6/79	12/79
PRODUCTS															
SC-1 Teams Games Tournament	X												X		
SC-2 Achieve Competence Training	X		X												
SC-3 PATL	X	(X)	(X)			X							X		X
SC-4 Communications Network	X	X	X					X							
SC-5 Drug Prevention Education Prog.	X	X	X												
SC-6 Early Prevention of School Failure															X
SC-7 Strategies in Early Childhood															X